

**Department of Political Science**  
**Faculty of Behavioral & Social Sciences**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Programme</b>	BS Diplomacy & Strategic Studies	<b>Course Code</b>		<b>Credit Hours</b>	03
<b>Course Title</b>	<b>Evolution of War and Warfare</b>				
<b>Course Introduction</b>					
This course provides an understanding of the evolution of contemporary war and warfare. How the different scholars have played their role in making war as an instrument of state's policy or as an instrument of peace.					
<b>Learning Outcomes</b>					
On satisfying the requirements for this course, students will have built a strong analytical framework for understanding the nature of war and investigating leading strategic ideas and issues from classical interstate conflicts to stabilization operations and small wars. They will have a keen understanding of different approaches to the strategy for the ends of policy (including political, historical, theoretical, geographical, and ethical standpoints). Students will have developed an understanding of how war is made in theory and practice and how it is shaped by culture, geography, law, technology, and the way in which organized violence is used. Students completing this course will have built strong academic foundations to aid them in other courses.					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1-2</b>	Conceptual frame work of war, Causes of war, Types of war				
<b>Week 3-4</b>	Evolution of warfare from the view point of Sun Tzu				
<b>Week 5-6</b>	War and Conflict				
<b>Week 7-8</b>	Machiavelli and Kautilya's thoughts				
<b>Week 9-10</b>	Class Quiz				
<b>Week 11-12</b>	Defensive thought of warfare by Clausewitz				
<b>Week 13-14</b>	Air Warfare				
<b>Week 15</b>	Maritime Warfare				
<b>Week 16</b>	War and Technology				
	<b>Final Term Exam</b>				
<b>Textbooks and Reading Material</b>					
<ul style="list-style-type: none"> <li>• Heuser, Beatrice. (2010). <i>The Evolution of Strategy</i>, Cambridge: Cambridge University Press.</li> <li>• Baylis, John. (2002). 'Arms Control and Disarmament', in John Baylis, James Wirtz et al, <i>Strategy in the Contemporary World: An Introduction to Strategic Studies</i>, Oxford: Oxford University Press.</li> </ul>					

- Gray, Colin S.(2010). *The Strategy Bridge: theory for practice*, Oxford: Oxford University Press.
- Howard, Michael. (1983). *The Causes of Wars*, Cambridge, MA: Harvard University Press.
- Beaufre, Andre. (1965). *An Introduction to Strategy*, London: Faber & Faber,
- Blainey, Geoffrey. (1977).*The Causes of War*, Melbourne: Sun Books.
- Collins, John M. (1973). *Grand Strategy: Practice and Principles*, (Annapolis, MD: Naval War College Press.
- Paret, Peter (ed.). (1986). *Makers of Modern Strategy from Machiavelli to the Nuclear Age*, Princeton, NJ: Princeton University Press.
- Schelling, Thomas C.(2008). *Arms and Influence*, New Haven: Yale University Press, 2008, pp. 35-91.
- Freedman, Lawrence. (2004). *Deterrence*, Cambridge: Polity Press.
- Morgan, Patrick M.(1977). *Deterrence: A conceptual analysis*, Beverly Hills, CA: Sage.
- Gray, Colin S. (Summer 1979), ‘Nuclear Strategy: A Case for a Theory of Victory’, *International Security* 4:1 pp. 54–8.
- Gray, Colin S. (1992). *House of Cards: Why Arms Control Must Fail*, Ithaca: Cornell University Press.

### Teaching Learning Strategies

Teaching learning strategies: class participation and panel discussion, to hold a seminar with effective students participation, interactive sessions with students, surprise quiz and presentation on relevant topics, to hold competition among students to discuss effectively different topics related to subject and appreciate students through giving them certificates.

### Assignments: Types and Number with Calendar

1. Assignment types,
2. Quiz competition among students.
3. Presentations with question answers session
4. And group discussions

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.

3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
----	------------------	-----	--